

The Classical Outlook

CONTINUING LATIN NOTES

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GREEK DRAMA IN THE OZARKS

By MABEL F. ARBUTHNOT
Drury College, Springfield, Missouri

THE IDEA of uniting a semi-social group by means of an intellectual interest is too common to need comment. Most colleges, I suppose, have their departmental clubs, which furnish an opportunity for various activities, social and intellectual, among students of similar interests.

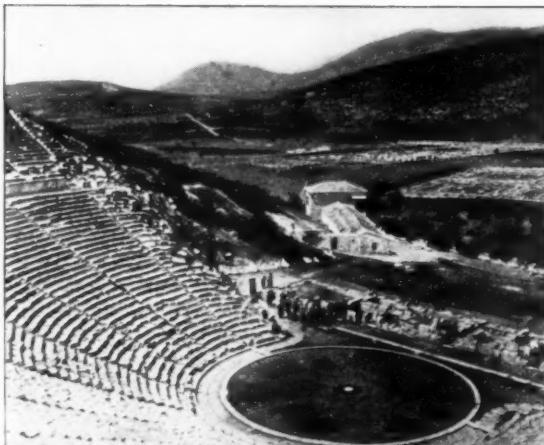
I wish to describe a group which has a common interest, but which is not connected with any department. At Drury College, a small liberal arts college "in the heart of the Ozarks," while we have several departmental clubs, the Classics Department is not large enough to justify a classical club as such. Last year we began experimenting with a group which we hope will more than fill the vacant place.

The common interest which unites this new group is the Greek drama; but as a matter of fact, before our first meeting nearly all the members were totally ignorant of the subject. "Greek play" meant nothing to them, or if it did have some vague connotation, they thought a Greek play would go over their heads, or that nothing so old—and Greek at that!—could possibly be interesting. They came once out of curiosity, and after that they came again because they liked the plays.

The group is not large; no more than fifteen have ever been present at any one meeting. The nucleus was a small Latin class, which responded eagerly when I suggested that we "get together and read a Greek play in translation." The size of the group increased when these students brought interested friends, or when other students, happening to hear about the meetings, asked permission to attend. It is significant that when I put a notice on the bulletin board, inviting any one who cared to come, there was not a single response to this impersonal invitation.

The meetings are entirely informal. There is no organization, no fixed membership. Any interested student may come. (No faculty members are allowed!) We meet at my home, where the students lounge about in easy chairs, on footstools, and on the floor, while I sit comfortably under the lamp and read the play. After the reading there is discussion of the play, and conversation then drifts to other subjects. Usually there have been simple refreshments, but this aspect of the matter has been purposely minimized.

It has been necessary to be very careful about the selection and cutting of the plays, for, as I have said, the group had no background. A certain amount of general information about the origin of the drama and the conventions of the early theatre was given at the first few readings, but even so a sudden leap from the modern plays — of which these people have seen all too few — back to the *Agamemnon* would have been too confusing, and might have killed the project at birth. We began with



THE GREEK THEATER AT EPIDAURUS

the *Medea*. I do not know which play has been the most successful, but I believe the choice would lie between *Alcestis* and *Oedipus Rex*; *Trojan Women* was the least successful, because of its lack of plot.

I omit the prologues, substituting my own explanations. I summarize long speeches and scenes here and there (in the manner of Burns Mantle), and am careful not to let choruses get monotonous. I try to picture to the listeners what may have been going on during the chanting of the chorus. Altogether a play-reading for a modern audience should not last much more than an hour.

It has been a most gratifying experience to me, this venture with a group of congenial and earnest young people. Most of them come from the small towns in the Ozarks, which, contrary to the wide-spread belief, are civilized and modern, although the cultural opportunities have not been great. I doubt whether these students' ignorance of "things Greek" is any more profound than would be discovered in almost any locality in the country.

The students are finding the Greeks surprisingly vital and modern. In their college work they find an immediate application of their new knowledge. And from the ancient Greeks they are gaining new ideas — that is, ideas new to *them*. The plays gain much from the "audience-situation." The laughs, the gasps, and even the tears, come spontaneously at the proper times. I myself have never read the plays with so much appreciation of their dramatic effect.

Perhaps the most significant fact about this experiment is that the group is not attached to a department. The Greek drama is not a subject which belongs to one group; it belongs to everyone.

As the year drew to a close, this little gathering of students from various departments found itself knit together into a social group which was loath to separate at its final meeting. Those who were not seniors looked forward to continuing their association with Greek drama in the fall. The real test of the idea will come this year, when it will become apparent whether last year's group was the result of a lucky combination of circumstances, or whether such a group may have a permanent place on the campus.



TINKERING WITH THE CURRICULUM

By EDWARD P. HAWES
Headmaster, Carnot Country Day School, Coraopolis, Pa.

IT MIGHT BE interesting to take stock today of the results occasioned by the tinkering with secondary education that has been going on during the past twenty years. In a recent magazine article dealing with classical education two excerpts from

the New York Times were included. One, under date of Jan. 21, 1917, was to the effect that Dr. Eliot (then President of Harvard) acknowledged his support of Dr. Abraham Flexner's revolutionary program so constructed as to modernize completely the elementary and secondary schools. Latin in particular was to be done away with as "a required subject, and education, freed from the tentacles of an outworn classicism, was to be "better adapted to the needs of common life than is the curriculum now in general use." The other item, under date of April 10, 1938, leads us in an entirely opposite direction. It quoted Professor William Lynch (Professor of Physics at Fordham University) as saying, "The best training a high school can give a boy or girl for any walk in life is a classical training."

Now it seems evident that between 1917 and 1938 some fundamental changes did take place. The oft-quoted phrase, "little Latin and less Greek," became less Latin and no Greek in our high schools throughout the length and breadth of the land. The arguments of those opposing the classics and bailing their decline with delight seemed so plausible, so clear, so soundly practical! Why rake the dead bones of the past? We must prepare our youngsters to take their rightful places in modern society. The time — the great waste of time! Think of the practical things they could be learning! As for Latin, it's at best just a smattering of an ancient civilization and a dead language.

All right, they say, this Latin for a prospective teacher or preacher, but, really, what an expenditure of agonized effort on the part of the pupil! And then, from an administrative standpoint and that of the tax payers, what a high teacher-cost per pupil in this subject compared with others! If a grasp of Roman civilization and culture is so necessary for a well-educated man or woman, there is history and there are translations, good ones, from the old Roman authors. In these the picture can be seen clearly instead of through a haze of perplexing forms and syntax. And so the great guns of disparagement boom at this one-time essential of any solid educational program.

And what of the teachers during the bombardment? Small wonder if they shake a bit and blanch with fear when they find their beloved citadel assailed. They feel they must try this and that to make their beleaguered subject interesting and appealing. And there is turmoil and confusion where there should be assurance and composure.

Perhaps it was the text-books that were at fault — text-books without a picture to enliven the dull routine of graded lessons. So for a while books began to blossom fresh from the publishers with all manner of strange devices of fact and fiction pictorially illustrated. And color came, as in the movies, to entertain and cajole. It was necessary, of course, the book being what it was, to insert here and there a bit of Latin; but as one chased through the flowery fields for the elusive and dismembered forms of noun declensions and verb conjugations, it was difficult not to feel that it would be a very pleasant book, indeed, were there no Latin in it at all.

These new-style text-books, however, did not go far enough. The truculent barrage against Latin continued. The pupils apparently still writhed under the painful necessity of learning Latin forms and syntax. It may well be that the unpopularity of Latin all along has been due to these excruciating requirements. If so, the remedy is at hand. Beginning last spring, the College Entrance Examination Board is putting out a Latin examination with no questions on forms, no questions on syntax, and for third and fourth year credits no required prose composition. This may lift the siege, lighten the barrage of opposition for a time at any rate.

This implies, it would seem, a reversal of opinion from the findings embodied in the Report of the Classical Investigation. In it we read (Part I, p. 231), ". . . we recommend the adoption of every possible means to secure a thorough mastery of the inflectional forms assigned to the work of each semester." This report was published in 1924 — evidently too early to feel the full weight of accumulated criticism. A great deal of muddy water has rolled over the Latin dam since then; and the end is not yet.

But what has happened outside the province of the classics in our schools? Surely after twenty years or more with the school curricula manipulated by the innovators who were pledged to a thorough-going modernization, making the educational program "better adapted to the needs of common life," with the utilitarian courses to the fore and Latin shunted to the side, surely some strikingly satisfactory tangible results should be in evidence today. Of course, with the curriculum so revised and modernized, one should not expect much accurate information about ancient Greece and Rome. One might, however, expect somewhat better results than appeared in the Emery Test, as reported in Harper's Magazine for April, 1937. This test was given to approximately twelve thousand students in high schools in communities varying in size from a Kansas village to Chicago. The results were so disappointing in the attainment of the modern objectives that a prominent educator was moved to this sorrowful confession: "The public schools train neither for thinking, for leisure, for livelihood, nor for citizenship."

But let us return to Latin. Has she in her enfeebled state any energy left to help raise high the torch of knowledge in our schools? Are there any indications that this victim of malnutrition should be restored to a better diet of respect and consideration? Well, in the matter of scholarship honors at commencement it is generally true that a high percentage of those who receive them have had a flourish or two with Latin somewhere along the way. What teacher of English is disgruntled that some of her young hopefuls have had Latin before coming into her hands? As for French — many an indifferent student of Latin, with two years or less of it, has competed successfully in French with reputedly brighter students who had had no Latin. For the other subjects, among them the newer gadgets and gears especially devised to make the educational machine up to date, a this year's model, fit to carry the student smoothly and practically into life, it may safely be inferred that experience with this old language and the attempt to master it provide the stamina of concentration and effort so much needed in our schools today. It may be regarded as a reliable sort of chassis for this new machine. The upholstery and extra parts may be ordered to fit the purse and the inclination of the purchaser.

Time was, of course, when the chassis was all that mattered. Compared with the modern curriculum, how one-sided the program was, say in 1635, in the Latin grammar school which offered Latin and Greek exclusively, or in 1751, in Franklin's Academy, and a little later at Phillips Exeter! In those days, to admit a bit of English and mathematics along with the Latin seemed revolutionary procedure. It would be difficult for many of us today to look at such a restricted program with anything but derision. Rather would we be inclined to wonder how it could be productive of any worth-while results. And yet the Declaration of Independence and the Constitution are certainly not conspicuous as the work of ignorant, unlettered men. We have not yet grown so superior educationally that

The
Emperor Hadrian
To His Soul
Animula, vagula, blandula,
Hospes comesque corporis,
Quae nunc abibis in loca
Pallidula, rigida, nudula,
Nec, ut soles, dabis iocos!

THE CLASSICAL OUTLOOK
CONTINUING LATIN NOTES

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we can look down on Washington's Farewell Address as the
puerile expression of an unschooled age.

Apparently the swing toward liberalization and socialization has gone too far. The schools and colleges have been assuming over the years a sort of hybrid trade-school complexion. The result is confusion confounded with confusion. There have been signs of late that the educational theorists have not been altogether pleased with this side-tracking of the humanities. Perhaps the time has come or is near at hand when this detour will be abandoned and traffic will be again directed along the main highway. It is not at all surprising to read of "parents who are sincerely concerned regarding what their children are learning, or rather failing to learn in school." (William C. Eagley in *The Classical Journal*, xxxiv, March, 1939, 326-344.) Milton S. Mayer in *Harper's Magazine* for March, 1939, quotes Dr. Hutchins of the University of Chicago as saying, "We started by throwing the sterility out of education and wound up by throwing out the education." Princeton has announced that special funds have been provided for a resurgence of the classics within her historic walls. "New Humanities Curriculum at Pitt" is the heading of an article in the *Pennsylvania School Journal* for March, 1939. Professor C. J. Kraemer of New York University, according to the *New York Times*' headlines (March 12, 1939), "Hails Rise in Study of Classics as a Sign of Progressive Ebb."

All these pronouncements have nothing in them to suggest a truculent defiance of modern conditions nor an attempt to defend an "outworn classicism." Rather do they suggest danger signals flung out to make us stop and look before plunging further into confusion, and a challenge to us for the future, to inspire us to bring back into education the stamina which it so sorely needs.



**AN OPTIMISTIC NOTE
TO IRRITATED LATIN TEACHERS
FROM ONE OF THEM**

By MARTHA WALLING HOWARD
All Saints' College, Vicksburg, Miss.

MANY EDUCATORS, and therefore many students, have adopted a pessimistic attitude toward the position of the classics in our school curricula of today. Living in a continual atmosphere of this sort, we teachers of the classics are apt to become discouraged by the perpetual repetition of a doctrine which is little better than heresy to us. One can scarcely read a book relating to the classics without receiving reams of advice as to how one may rekindle the light of the ancient languages, already extinguished in the opinion of some writers.

Since the attitude of the teacher will be transmitted, in all probability, to the student, our problem becomes serious. It is our purpose here to consider the "classical question" from an optimistic point of view.

First, let us review briefly the history of the position of the classics in the schools of this country. There have been many changes in the status of the classics since the establishment of the first Latin school in this country, in Boston, in 1635. This kind of school taught Latin and Greek almost exclusively, as did its English prototype, and was attended by the children of the "upper crust," who were preparing for college, and eventually for public life or the ministry. The most practical step to take in education at that time was to study the classics. As early as the seventeenth century, however, there was a protest against the lack of connection between the classics and "life." The attempt to effect a closer relationship between the schools and "life" resulted in the academy movement. By the close of the eighteenth century, the Latin school was replaced by the academy, which was supposed to provide preparation for "life" as well as preparation for college. The industrialization of the nineteenth century hastened the rise of the public high school, supported by public funds. In general, however, the classics may be said to have dominated the curricula of high schools until the second decade of the twentieth century. Then there began a great increase in high school enrollment in this country, and no longer did a fairly select group attend school.

Now, it is not our purpose to discuss at length the question of the numbers of classical students in this country, nor the evils or benefits likely to result from their study of the classics. Wise books have been written, and thorough investigations made, on these subjects. We should prefer, rather, to approach our problem from a different point of view.

Have you ever considered how remarkable a fact it is that our ideal of education should ever have been so lofty as to extend the *best* to all free and equal men? In England, of course, the classics have retained a firm hold — among the ten per cent of English students who receive education of the non-technical variety on the secondary level! But in America the attempt was made to give the *masses* education commensurate with that enjoyed by the *few* in Europe. Some people seem to think that once everybody studied Greek and Latin, and now nobody does. All those who attended school in the early days of our country studied Latin and Greek, it is true; but few of the mass of students over twelve or fourteen years of age attended school! For fifty years after the founding of Harvard College, the average enrollment annually was twenty students. On the other hand, we find that in 1928, 24.7% of all American students between the ages of fourteen and seventeen were studying Latin; and the report of the Commissioner of Education shows 636,952 pupils studying Latin in the public schools in 1928, and 725,142 in 1934. As may be seen from these figures, never before in modern times has there been a larger percentile of the population studying the classics, as such, to say nothing of the great throng to whom Greek and Latin thought is available in translation. Never before have so many people of every social group been so interested in the art, literature, philosophy, and history of the peoples whose contributions it is our goal to perpetuate.

Some of us are losing sleep over the problem of how best to "vitalize" the classics. Certainly many of our methods are commendatory; the use of maps, charts, pictures, etc., is widespread and effective. But no vitalization or increase in popularity is so dear as to be purchased at the price of a lowering of standards. Because of our insistence upon exactness, many may reject us; the *incertum volgus* may itself revolt. Our classical reach may exceed our grasp; yet much good may come to the classics from these seeds of discord. Competition is the life of trade, and certainly there can be no lack of life in subjects about which such controversy rages. Moreover, we teachers are

no longer accepted at our face value; we must prove our mettle, along with the teachers of other subjects.

In brief, the situation of the classics in this country is not discouraging. On the contrary, our classical outlook is bright indeed, for the discoveries and theories of many would-be educators are not phenomenal. Latin and Greek have had, and will continue to have, appeal of themselves to alert and eager intelligences. We may fail to reach many of this generation and the next; but we must not fail to perform our duty of preserving and transmitting for later generations the great wisdom of the ancients.

* * * * *

CHRISTMAS CARDS

The Service Bureau is offering two Christmas cards this year. One is a folder with a picture of a Greek charioteer. Printed inside are the words "Auriga Felicitatum." The card is printed in red, black, and gold. Envelopes accompany the card.

The second is a card with "O Little Town of Bethlehem" in Latin surrounded by an attractive border. The colors on the card are green and red. Envelopes accompany the cards.

The prices for either card: 10 for 60c; 25 for \$1.25; 50 for \$2.25; 100 for \$4.00. On orders of 25 or more of one card, your name is printed without charge; on orders of less than 25, 25c extra will be charged for printing your name.



Send at least one student on to college Latin somewhere, every year.—Lillian Gay Berry.

PROMETHEUS

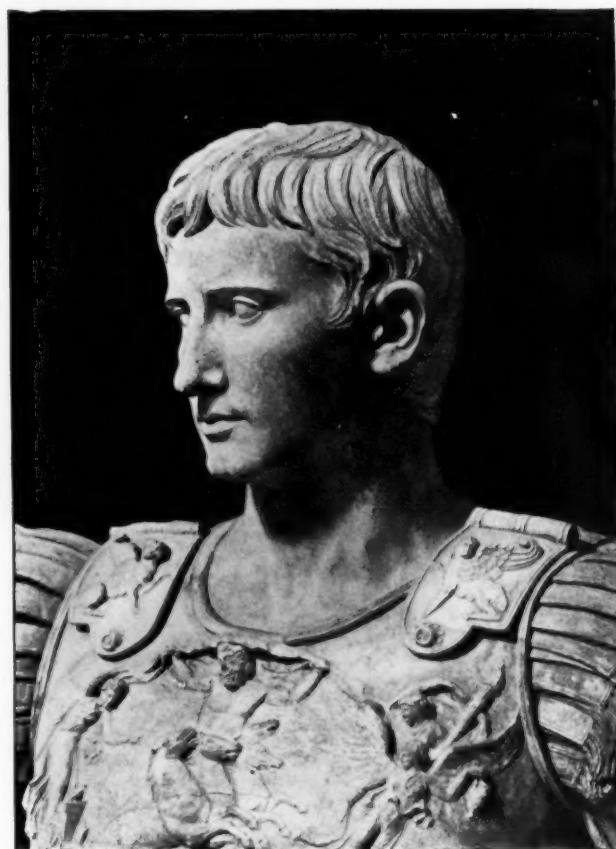
By MARIANA A. G. SCOTT
Cincinnati, Ohio

Chained to eternal rock he stands,
Proud and mighty in his fall,
And ever with unashamed eye
He greets the cold and wintry winds,
The burning sun,
And desert's cloudless sky.

Prometheus—
Bound by Almighty Fate
Thou art,
Bound by a Fate
That Mercy does not know,
To suffer endless, endless pain!

Knowest thou not that naught is cruel
But Fate,
Knowest thou not that Fate
Was born without a heart,
Without a soul to feel
Compassion's sweet embrace,
Without an eye to see
The sordidness of Earth,
Without a thing
That good and kind can be?

And yet thou wilt not bend,
Thou mighty one!



Courtesy of Seymour Van Santvoord

AUGUSTUS

ECCE IMPERATORES

A Study of the Personal Appearances of the Men Who Ruled Rome During the Years of the Height of Its Glory (46 B.C.—211 A.D.)

By HOWARD THOMAS
Holyoke, Massachusetts

AUGUSTUS

AUGUSTUS, though rather short of stature, was graceful and attractive in appearance. His hair was slightly curly and inclined toward golden, but he was careless about its care. His face, of medium complexion, had the high cheekbones of the early Caesars, but fuller cheeks made this feature less prominent than in the face of Julius Caesar. His nose was quite "Roman," and his mouth and chin capable. He had clear blue eyes which grew weak in later life, the left eye being very poor. His eyebrows were bushy and met over his nose. His characteristic facial expression was one of severity, sometimes mingled with pride.

Augustus did not possess the physique necessary for his responsible position. As a result, he was forced to guard his health at all times. His left leg was especially weak, and he even limped slightly at times. His right hand bothered him, and often prevented him from writing, much to his disappointment. In winter, Augustus protected himself with four tunics and a heavy toga, besides an undershirt, a woolen chest protector, and wraps for the thighs and shins. The Roman sun troubled him, and he always wore a broad-brimmed hat when he appeared in the open. The hat, of course, may have been used to add to his height, though he was not noticeably short until compared with a tall man.

As a speaker, Augustus had an agreeable voice and careful enunciation, and a style which he cultivated carefully.

(Next month: Tiberius)



Have You Tried This?

(This department is designed as a clearing-house of ideas for classroom teachers. Latin teachers are invited to send in any ideas, suggestions, or teaching devices which they have found to be helpful.)

A DEVICE FOR WORD STUDY

Miss Alpha Braunwarth, of Ball State Teachers College, Muncie, Indiana, writes—

"Occasionally we have a 'Science Day,' 'Medical Clinic Day,' 'Barristers' Court,' 'Musical Festival,' or 'Business Men's Convention,' on which occasions the students imagine they are taking part in an event during which they must contribute some new term for the advancement of the group. Special vocabularies are built up accordingly."

CORRELATION WITH OTHER LANGUAGES

Also from Miss Braunwarth—

"Correlations with French, German, Italian, and Spanish, with occasional bits of Greek, are always in order in the classroom. Our class is never 'just a Latin class.' Students are made to feel that 'language is the thing' in which they should be interested. The last day of school we wrote 'The Three Little Fishes' in Latin, German, and French. Only the Latin was sung, but students collaborating in small groups, according to the modern foreign language they were studying, worked out the French and German versions, which were placed alongside the Latin on the blackboard. When the verb 'be' was being studied, parallel forms in English, Latin, German, French, Greek, Spanish, and Italian were placed on the board by students and teacher."

IDIOMS AND VOCABULARY

Professor Jessie D. Newby, of the Central State Teachers College, Edmond, Oklahoma, in a report of the discussions held in connection with the Latin Institute in Edmond last summer, writes—

"Perhaps the best contribution which we can make as a result of our discussions is in connection with the method of handling idioms and vocabulary after the first year of Latin. This important item for satisfactory translation is often neglected. Each day's recitation might start with a written test on ten words or idioms assigned the previous day. If any of these words or idioms is missed by a certain number of the class (for instance, five), it is included in the assigned list a few days later."

IMITATIONS OF RADIO PROGRAMS

Miss Irene Nye, of Connecticut College, New London, Conn., suggests for the Latin class an imitation of the "Information, Please" radio program, with the following questions—

I. With what English proverb can each of the following Latin quotations be paralleled?—

1. *Otia dant vitia.* (The devil finds some mischief still for idle hands to do.)
2. *Venia necessitati datur, or Necessitas non habet legem.* (Necessity knows no law.)
3. *Similia similibus curantur.* (Like cures like.)
4. *Qui tacet, consentit, or Dum tacent, clamant.* (Silence gives consent.)
5. *Quieta non moveuntur.* (To let sleeping dogs lie.)
6. *Medium tenuere beati.* (Keep to the middle of the road.)
7. *Via trita, via tuta.* (Main-travelled roads are safest.)
8. *Similis simili gaudet.* (Birds of a feather flock together.)
9. *Graviora manent.* (The worst is yet to come.)
10. *Nomina stultorum parietibus haerent.* (Fools' names and fools' faces are often seen in public places.)

11. *Experientia docet stultos.* (Experience is a dear school, but fools will learn in no other.)

12. *Post equitem sedet atra cura.* (Uneasy lies the head that wears a crown.)

13. *Omnem movere lapidem.* (To leave no stone unturned.)

14. *Video meliora, proboque; deteriora sequor.* (I see the right and I approve it, too; condemn the wrong and yet the wrong pursue.)

II. What Latin author announced, "I write as I please"? How did he say it? (Juvenal: *Stat pro ratione voluntas.*)

Miss Marjorie Davis, of the Yuma (Colorado) High School, suggests the following for a "Mirabile Dictu" program, in the manner of Robert Ripley—

1. Table napkins were used by the ancient Romans. Guests usually brought their own, and sometimes carried away in them dainties they did not eat. (*Petronius, Cena*, 32; *Martial*, xii, 29, 11; vii, 20.)

2. Table-tops made of a single piece of fine wood were a fad in ancient Rome, and Cicero paid \$20,000 for one brought from Mauretania in Africa; Pollio gave \$40,000 for one. (*Pliny, Hist. Nat.* xiii, 91-99.)

3. The Romans had mirrors, the best ones made of silver, highly polished. Some were hand mirrors, and some were large movable ones with feet. (*Quintilian, Inst. Orat.* xi, 3, 96.)

4. Roman farmers practiced rotation of crops. (*Vergil, Georg.* I, 71-83.)

5. The Circus Maximus in Rome was capable of holding 260,000 persons, according to Pliny (*Hist. Nat.* xxxvi, 24). Dionysius gives the number as 150,000 (iii, 192), and a work on Roman buildings ascribed to one Publius Victor, 385,000 (Regio XI).

6. The longest Latin word found in Shakespeare has twenty-seven letters. It is a coined word—*honorificabilitudinitatibus.* It is in *Love's Labor Lost*, Act V, Scene 1, line 21.



MORE WORDS

By GRAVES HAYDON THOMPSON
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Condensed from a paper read before the Latin section of the East Tennessee Teachers' Association at Knoxville, Oct. 28, 1938.

IN A PREVIOUS discussion (THE CLASSICAL OUTLOOK XVI, May, 1939, 81-82) I tried to make the point that words can be fun; that they have personalities; that even the longest appear simple when analyzed. The longer and stranger the word, the more interesting it can be. But of course to obtain all this enjoyment from words, it is necessary to know whence they come. Since a clear majority of the English language—60 or 70 per cent—is based on Latin and Greek, those are the languages principally needed. Latin has always come in for most of the glory. I have always liked to believe, however, that there are altogether as many English words derived from Greek as from Latin. But because they are for the most part words a little more unusual, exotic, scientific, or technical, they do not thrust themselves under our noses as much as the somewhat more plebeian (relatively speaking) Latin derivatives. I haven't bothered to prove my point with statistics, because statistics are a bore and a waste of time, and probably would not prove my point anyway. As it is, I still feel sure that I am right. And precisely for the reason that these Greek words are not so common, they are possessed of a greater charm and attraction for the seeker after words.

Take the word "cynosure," for example. Milton uses it majestically in a couplet in *L'Allegro*:

Where perhaps some beauty lies,

The cynosure of neighboring eyes.

Suppose he had written:

Where perhaps some beauty lies,

The dog's tail of neighboring eyes.

We should suspect the dignified Milton of pulling our collective

leg. Pretty girls and dogs' tails don't belong in the same sentence. Yet "cynosure" does mean precisely "dog's tail." The first part is the genitive of the Greek word for "dog;" the last part is from the Greek word for "tail." "Dog's tail" was a name sometimes applied by the Greeks to the Little Dipper, the handle of which does look as much like a dog's tail as a dipper handle. And at the tip of the constellation, of course, was our friend the North Star. To this star the gaze of mariners and travellers has been directed for millennia. The North Star is truly a "center of attraction" as well as is the "dog's tail." And so today anyone to whom attention is turned is also a "cynosure" or "dog's tail."

The same Greek word for "dog" gave us our word "cynic." It was applied by the Greeks to that school of philosophers who were always snarling and growling at the human race. This canine custom resulted in a canine name.

A pair of words related to each other in a similar fashion are "sarcasm" and "sarcophagus." Ostensibly there is no connection in meaning, and no place seems less fitting for sarcasm than the grave: *de mortuis nil nisi bonum* and all that. But the letters *sarc-* are from the Greek word *sark*, meaning "flesh." "Sarcophagus" literally means "eating flesh." It was first applied to a limestone used by the Greeks for coffins, which within a short time disintegrated the flesh of bodies placed in it. Then it came to mean any stone coffin. "Sarcasm" is really "the rending of flesh," and a more expressive term it is hard to imagine.

All the phobias furnish an interesting hunting-ground to the Hellenist. The young lady who missed the meaning of "androphobia" in a radio word contest would have won first prize if she had known a little Greek. On second thought, though, perhaps no young lady should ever admit to acquaintance with androphobia, which is simply "fear of men." Then there are "hydrophobia," the fear of water: "hydrophobophobia," the fear of hydrophobia (I suppose one could go on endlessly in this fashion with "hydrophobophobia," the fear of the fear of hydrophobia; "hydrophobophobia," etc.); "agoraphobia," the fear of market-places, that is, of open places; "acrophobia," fear of heights; "ergophobia" (common to so many students), fear of work: "siderodromophobia," fear of iron roads, i. e., railroads. And the list expands endlessly (there are now some two hundred) as the psychologist discovers new morbid quirks and dreads of the human mind.

Bacteria take on a more friendly aspect when we know that their name means "little walking-sticks," and that they received it because of their long slim shape. The step-by-step ascent of a "climax" becomes all the more vivid when the word is reduced to its original meaning of a "ladder." "Rhododendron" poetically becomes "rose-tree." "Chrysanthemum" is "flower of gold." An "anthology" is really a "collection of flowers."

A knowledge of derivation from the Greek might have saved a North Carolina mother from an embarrassing *faux pas* recently. When her son was sent back from camp by CCC officials, who explained that he suffered from nostalgia, she replied with the indignant statement that he had never suffered from it before he left home!

Anyone named Alexander, Basil, Bernice, Catherine, Christopher, Doris, Eugene, Eunice, George, Helen, Irene, Leon, Margaret, Nicholas, Peter, Phyllis, Sophia, Stephen, Theodore, or Zoe must thank (or blame) the Greeks as much as his parents for his name. And perhaps the latter would be a little more careful in fastening these handles of address upon their offspring if they knew what they were doing. The incongruity is sometimes overwhelming. One of the most rambunctious girls I have ever known was named Irene, which happens to mean "peace." I have seen Dorothys and Theodores whom I hardly considered to be gifts from God, yet so their names signified. Not all Georges are farmers, nor are all Eugenes well-born. A certain Eunice has been very much upset ever since she learned

that her name meant "happy victory." She doesn't know how to live up to it!

Parents are not the only group a knowledge of Greek might help. Scientists and teachers of science would find themselves greatly aided. The Greek language has become the established handmaiden of science as the source of scientific terminology. New discoveries and concepts are almost sure to receive Greek names. Witness, within the last few years, *deuteron* (heavy water), *plesianthropus*, *paranthropus* (man-like apes).

The scientific terms of physics, chemistry, biology, psychology, geology, medicine which appear so formidable to the ordinary eye become as old friends when the Greek words of which they are composed are known. The gases neon, argon, xenon, and helium gain new personality when it is realized that they mean respectively "new," "lazy" (because of argon's inertness), "strange," and "sun-gas" (because the presence of helium was first observed in the sun).

In the field of botany, the words *anther*, *botany*, *chlorophyll*, *ecology*, *gymnosperm*, *heliotropism*, *parasite*, *spore*, *taxonomy*, etc., are Greek. The list in this field and in all the sciences is endless, and would be boring.

Let me interrupt myself here to say that I do not contend that Greek should be studied simply in order to know the meaning of a variety of English words. If meaning alone is all that is desired, the time spent in learning the Greek language, which is not altogether a simple one, might as well be spent in memorizing the meanings of such words as occur in one's special field of interest. But if the person involved is one who has a questing mind, one who desires to know *why* words mean what they do, one who is anxious to know the broad, underlying principles and bases of word construction, so that he may have a good chance of recognizing the meanings of many words he has never seen before, and so that he may even form new words to describe some new idea in scientific realms—then a knowledge of Greek (even the much-maligned smattering) will be a source of great benefit and pleasure. And this touches only one phase of the subject. But it is needless to elaborate on this point further to teachers of Latin. The cases of Greek and Latin are much the same. If only one benefit were derived, perhaps such study would be a waste of time. In the aggregate, the advantages are beyond estimate. But all this is not the subject of the present paper.

Our English colleagues are obviously the next candidates for investiture with the language of Homer and Aristotle. To them above all others belong the business of English words, their meanings and their use, and the stuff of which they are made. Latin is essential, but Greek as much so, as I have been trying to show. To use one and not the other is to play golf with a driver and no putter, to drive a car with only two of the tires inflated.

I say nothing of the debt of English literature and all literature (including the Latin) to Greek literature. That again is beyond the province of this paper. But how can a self-respecting teacher completely and satisfactorily explain such literary terms as *anapaest*, *bucolic*, *comedy*, *drama*, *epigram*, *lyric*, *melodrama*, *ode*, *poetry*, *rhythm*, *scene*, *threnody*, or such rhetorical terms as *antonym*, *colon*, *dialogue*, *epitome*, *graphic*, *hyphen*, *idiom*, *laconic*, *metaphor*, *period*, *rhetoric*, *synonym*, *trope*, and all the rest without being able to trace them back to the source whence they came?

Teachers of science and English need Greek. But most of all do the teachers of Latin. Pythias without Damon, Jonathan without David, Yale without Harvard, eggs without bacon, Charlie McCarthy without Edgar Bergen—such is Latin without Greek. It is not simply a matter of word derivation, but of two sister languages, similar in origin and development, each complementing the other, but with the younger naturally leaning more on the older, utterly unable to be understood completely without the older. So let our teachers and future teachers of Latin betake themselves to Greek, either through private study

in special books intended for just such study, where minimum effort affords at least a speaking acquaintance with the language, or better, through regular college courses. In this modest way, conceivably, a trend back to Greek might be inaugurated which would in turn have its effect upon the whole field of classical studies, Latin included.

Visionary? Probably. Yet in this whole matter there are only two possibilities. Either the study of the classics is as doomed to extinction as the refrigerator attended daily by the romantic iceman, or else we are simply on the under side of a depression cycle, with prosperity just around the corner (to turn our figure from a circle to a square). In the former case, nothing under Heaven can save the day. But for those of us who are convinced of the eternal value of classical studies, and who feel that the present unfortunate state is due simply to wilful blindness and ignorance on the part of some and laziness on the part of others, every effort must be exerted, every chance must be seized, which may contribute to the desired success.

Of course I do not urge the study of Greek on Latin teachers merely as a means to the revival of classical studies in general. It might be that. But if it does not repay the individual teacher himself ten times over in pleasure and understanding for the effort he has expended, then I have wasted an extensive portion of my own life, and this paper has been nothing but — more words!



THE ROMANS AND THE JAPANESE A STUDY IN PARALLELS

By LONA BERGH JORGENSEN
The American School in Japan, Tokyo

(Editor's Note: The odd and striking parallel between Greek and Roman civilization and that of the Chinese and Japanese peoples has been noted more than once — e.g., see Ernest W. Clement, "Vergil's Appeal to the Japanese," Classical Journal xxvi, March, 1931, 421-430; Lillian B. Lawler, "A Classicist in Far Cathay," Classical Journal xxxi, June, 1936, 534-548; Hanako H. Yamagiwa, "Japanese Parallels to Ancient Greek Life," Classical Journal xxxi, June, 1936, 549-558. It is interesting to observe how Mrs. Jorgensen, in her unique position as teacher of Latin to American students in Japan, utilizes this parallel as class motivation.)

DURING the past school year, I asked my Vergil students to be on the lookout for any references to Roman customs which seem to be familiar customs in Japan also. There are, of course, innumerable examples. For instance, the Roman sandal does not seem strange to us who know the Japanese *zori* and *geta* — straw and wooden footgear. The Roman brazier is much like the *hibachi* or charcoal burner. *Templa* and *delubra* are familiar sights to us. Emperor and ancestor veneration are the foundation of the Japanese family system.

These similarities have seemed to me to furnish a splendid motivation for much of our Latin work. We do not claim to have exhausted all the possibilities by any means, but we have been more than surprised at the number of parallels. The students have all cooperated with enthusiasm in this work.

Here are some of our findings from Book I of the *Aeneid*:

Line 2, ". . . fato profugus . . ." — cf. stories of ancient Japanese heroes who were exiled by fate, the subjects of popular plays on the Kabuki stage.

Line 10, ". . . insignem pietate . . ." — cf. filial piety and careful observance of religious rites, which are basic qualities of the Japanese.

Line 49, ". . . aut supplex aris imponet honorem?" — cf. offerings made at temples and shrines in Japan, especially at the time of some festival.

Lines 52-54, ". . . Hic vasto rex Aeolus antro Luctantis ventos tempestatesque sonoras Imperio premit ac vinclis et carcere frenat" — cf. the Japanese God of Wind, pictured as carrying a bag of wind.

Line 68, "Ilium in Italiam portans victosque penates," and other lines, e.g. 349 and 378 — cf. the God-shelf with household gods in the Japanese home, and also the family shrine.

Lines 97-98, ". . . Mene Iliacis occumbere campus Non potuisse tuaque animam hanc effundere dextra" — cf. the desire of the Japanese to perish on the field of battle rather than be captured or defeated.

Line 106, "Hi summo in fluctu pendent, his unda dehiscens" — cf. Ukiyoe print, "The Wave," by Hokusai.

Line 147, "atque rotis summas levibus perlabilis undas" — cf. descriptions of the Japanese sea-god who aided Empress Jingo in her expedition against Korea.

Line 179, "et torrere parant flammis et frangere saxo" — cf. the farming methods of some Japanese farmers today, who parch grain and pound it with a stone.

Line 188, ". . . fidus . . . Achates" — cf. many Japanese stories of loyalty shown by retainers to feudal lords, e.g. that of Benkei to Yoshitsune.

Line 210, "Illi se praedae accingunt . . ." — cf. the Japanese habit of tucking up the kimono when working or walking. See also line 320.

Lines 214-215, ". . . fusique per herbam Impletur veteris Bacchi pinguisque ferinae" — cf. the Japanese habit of drinking at meals.

Line 216, "Postquam exempta fames epulis mensaeque remota," and also 723 — cf. the Japanese habit of removing tables or trays after a meal.

Lines 294-296, ". . . Furor impius intus Saevae sedens super arma, et centum vinctus aenis Post tergum nodis fremet horridus ore cruento" — cf. the sculptured and painted figures guarding the entrance gates to temples.

Lines 416-417, ". . . ubi templum illi, centumque Sabaeo Ture calent aerae sertisque recentibus halant" — cf. the burning of incense in temples in Japan.

Line 422, "miratur portas . . ." — cf. the massive temple gates in Japan (or, even more striking, the huge city gates of Chinese cities).

Line 441, "Lucus in urbe fuit media, laetissimus umbrae" — cf. the beautiful groves with their fine old trees which are to be found around the temples and shrines in Japan.

Lines 448-449, "aerea cui gradibus surgebant limina, nexaque Aere trabes, foribus cardo stridebat aenis" — cf. the long flights of steps to many shrines; the thresholds over which one must step in order to enter; the doors swung on posts in sockets; the temple gates with their bronze and iron trimmings.

Line 453, "Namque sub ingenti lustrat dum singula templo," and lines 455-457, "artificumque manus intra se operumque labore Miratur, videt Iliacas ex ordine pugnas, Bellaque iam fama totum volgata per orbem" — cf. the gold leaf, lacquer, paintings, tapestry, brocades, and carvings in Japanese temples; also the bronze reliefs of historical scenes inset in the base of the stone lanterns at Yasukuni Shrine in Tokyo; also the series of paintings in Meiji Memorial Hall, which portray historical events during the reign of the Emperor Meiji.

Lines 647-648, "Munera praeterea, Iliacis erupta ruinis Ferre iubet, pallam signis auroque rigentem" — cf. the Japanese custom of bringing gifts; also, their pleasure in old brocades of lovely design, often stiff because of the many threads of gold inwoven.

Line 686, "regalis inter mensas laticemque Lyaeum" — cf. the custom of offering *saki*, or rice-wine, at feasts.

Line 701, "Dant manibus famuli lymphas . . ." — cf. the custom of giving a guest at a Japanese inn a wet towel, usually steaming hot, with which to wipe his hands before the meal.

Line 703, "Quinquaginta intus famulae . . ." — cf. the numerous maids and helpers at a Japanese banquet.

Lines 726-727, ". . . dependent lychni laquearibus aureis Incensi et noctem flammis funalia vincunt" — cf. the gilded and ornamented ceilings of Japanese temples, and also the smoking fires and torches used in the evening at festivals.

Lines 740-742, ". . . Cithara crinitus Iopas Personat aurata,

"labores" — cf. the Japanese epic songs sung by musicians at the Noh and Kabuki theaters and at entertainments of various sorts.

These are some of our findings from Book II:

Line 166, "Palladium . . ." — cf. the images in a Buddhist temple.

Line 297, "aeternumque adytis effert penetralibus ignem" — cf. the Gion festival at Kyoto in July; also the custom observed by the Japanese at the Gion Shrine, of receiving the coals from the holy fire of the shrine, which they take home with them to cook the rice-cakes on New Year's Day.

Line 410, "Hic primum ex alto delubri culmine telis" — cf. scenes in old Japanese plays showing *samurai* fighting.

Line 513, ". . . veterrima laurus," and line 714, ". . . antiqua cupressus" — cf. the Japanese love of old trees.

Line 711, ". . . et longe servet vestigia coniunx" — cf. the Japanese custom which requires a woman to follow her husband, usually one or two paces behind him.

Lines 719-720, "attractare nefas, donec me flumine vivo Abluero . . ." — cf. the purification fonts at the Meiji, Yasukuni, and other Shinto shrines.



THE ACTIVITIES OF THE JUNIOR CLASSICAL LEAGUE

By DOROTHY PARK LATTA, Director
American Classical League Service Bureau

THE JUNIOR CLASSICAL LEAGUE was founded in 1935 by the American Classical League for the students of the secondary schools of the United States. The response to this national organization continues and shows that this movement fills a need among the students who are studying the classics or who are interested in them. The membership had grown from 500 in 1935 to almost 7000 at the end of the last school year.

A request was sent out last spring for reports of the activities of the different chapters. The following are a few culled from the replies which may prove helpful as suggestions in organization or activities to sister chapters.

In the Scott High School of Toledo, Ohio, anyone interested may join the Junior Classical League but those who buy and wear the pin are listed as National Members, others as Local Members. This same chapter has, as have many others, secured publicity in the local newspaper with a large cut heading the article. The Memorial High School of St. Marys, Ohio, sponsored a column in the evening paper entitled "Did You Know?" Interesting information on word pictures such as the derivation of the month of March was given.

At Spaulding High School in Barre, Vermont, the year was opened with a Roman election paralleling the state election. For a Valentine party, jigsaw puzzles of Roman pictures on heart shaped backgrounds provided part of the entertainment. The Swedesboro, New Jersey, High School chapter reports that their numbers are composed of the fourth year students who have no separate activity but are the leaders in Aegis, the Latin Club. At their own request they have been studying some Greek in addition to their Latin.

Many chapters have given to the school library one volume or several which deal with Greece or Rome. The Union High School chapter at Terrace Park, Ohio, has given a round dozen of such books, including fiction, to the library. For the library of the Shenandoah Junior High School at Miami, Florida, the members of the chapter are making a catalogue of the background books for the classics. A brief sketch of the content of the text will be on the catalogue card.

At graduation time the Mansfield, Massachusetts, High School members award from the club treasury prizes for the best Ancient History notebooks, Cicero and Vergil notebooks, and give medals to the seniors who earn them. They also give some-

thing to the Latin classroom such as pictures, a bookcase, bulletin board, and busts of Caesar, Cicero, and Vergil.

The chapter at Niagara Falls, New York, is organized as a Roman state. Programs are to interest the "citizen," and the governing body, the Senate, meets every two weeks. This fall they are looking forward to carrying on "provincial" relationships with the junior high schools.

On a trip to a zoo, the Hobart, Indiana, group enjoyed putting in notebooks the Latin terminology used to describe the different animals. Other groups, where it is possible, go to museums, hear lectures from people who travel, and give plays before Parent-Teacher Association groups and grammar school children. The second year members of the Junior Classical League at Arkadelphia, Arkansas, presented a classroom demonstration of the principle of correlation to the classical section of the State Teachers Association.

The Junior Classical League at Dillsburg, Pennsylvania, at Thanksgiving time arranged an altar decorated with leaves and cornstalks. A banana basket was cleverly disguised with crepe paper to make a horn of plenty. Each member brought in articles of food to place in the horn which were later given to a needy family in the community. At their Christmas celebration their teacher gave each of them a small photograph of the members of the chapter.

Many chapters give Roman banquets but perhaps the custom of the Southeast High School chapter of Kansas City of pouring a libation not only to the gods but to the Lares and Penates (the Latin texts) may be new. The Chester, West Virginia, group always has members come to its banquet dressed as famous Roman or mythological characters. Or perhaps a masquerade may provide material for one meeting. At Bellevue, Pennsylvania, the chapter members came as mythological characters. In preparation for seeing Shaw's *Pygmalion* the group at Wenatchee, Washington, put on a play based on the myth of Pygmalion and Galatea. This same group also did the *Pyramus* and *Thisbe* episode from Shakespeare's *Midsummer Night's Dream*.

In May the Junior Classical League at Westport Junior High School, Kansas City, planned an international tea at which, after a Latin program, pupils and members of foreign extraction would talk to the group in their native languages. A Polish boy offered Polish confections, a Greek girl promised to play and sing songs. Other nationalities were to be represented also.

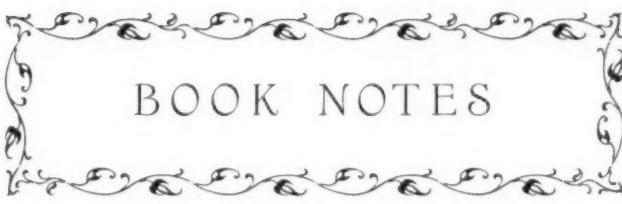
The American Classical League urges the chapters of the Junior Classical League to form state organizations. Since this plan was announced in THE CLASSICAL OUTLOOK in 1937, it has been the goal of the parent organization to have such groups in each state, since much good and interest can follow state meetings each year. Some chapters have already made a start by visiting other chapters in the state. The American Classical League will give as much assistance as possible to chapters taking the initiative in such a movement.

◆ ◆ ◆ ◆ A LATIN CALENDAR

On December 1, 1939, the 1940 Latin calendar will be ready for distribution. It is 16 by 22 inches in size, with improved bar binding at the top. Printing is in color, a different tone for each season; illustrations are large half-tone reproductions. The price is 75c postpaid. Address the American Classical League Service Bureau.

◆ ◆ ◆ ◆ A NEW BOOKPLATE

The American Classical League Service Bureau has for sale a new bookplate, printed in three colors on heavy, deckle-edged paper. The design, especially prepared by a prominent artist, and hand-engraved on copper, consists of an owl above a scroll, the latter bearing the words of Catullus, "Lepidum libellum novum." Prices are: 25 bookplates for 60c; 50 for \$1.00; 100 for \$1.75.



BOOK NOTES

Studies in General Language. By Eva Abbott. Privately Printed. 1937. Pp. 251+xlix. \$1.00. Address the author at 74 Thorpe Street, Pontiac, Mich.

This book is the result of nine years of experimentation in the second year of the junior high school "with subject matter dealing with the origin, development, and composition of the English language." The chief purpose of the author is to increase the pupils' "admiration and respect for their mother tongue" and also to increase their ability to use it correctly. The book also affords the pupils "glimpses" of three foreign languages (Latin, French, and German) with an idea of discovering special aptitudes (or inaptitudes) for language study. The book would seem to this reviewer to be well adapted to the use of the average eighth-grade pupil, but it is a matter of regret that the author occasionally sacrifices accuracy to simplicity. For example, in reading pages 47 and 48 the pupil would undoubtedly gain the impression that Julius Caesar conquered Britain, and that Roman rule continued in the island from 54 B.C. to the middle of the fifth century after Christ. A further criticism might be made that the book seems to lack unity; e.g., Chapter XI on Mythology, while containing valuable and interesting material, has no apparent relation to the other chapters in the book or to the objectives claimed in the preface.—W.L.C.

Roma—A Reader for the Second Stage of Latin. By C. E. Robinson and P. S. Hunter. Cambridge: At the University Press; New York: The Macmillan Co., 1938. Pp. xvi+110. 70c.

This reader consists of seventy-five brief but well chosen selections from various Latin authors, the longest passage covering less than one page. All but the last nineteen selections are prose, some of them slightly simplified. Each prose selection is preceded by a brief statement in English giving the setting and substance of the passage. There are no notes on the Latin text, but there is a "special vocabulary" at the bottom of each page which lists on its first appearance in the book every word "intended for strict memorization." There are some 500 of these words. The book also contains a general Latin-English vocabulary. There is no English-Latin vocabulary, although the "exercises" placed after the Latin text call for the turning of some 365 English sentences into Latin. Although this book is designed primarily for use in British schools, American teachers would find it very useful as a supplementary Latin reader.

—W. L. C.

History of Greek Play Production in American Colleges and Universities from 1881 to 1936. By Domis E. Plugge. New York: Bureau of Publications, Teachers College, Columbia University. 1938. (Contributions to Education, No. 752.) Pp. xii+175. \$1.85.

An unusually interesting and readable dissertation. Contains not only records of many performances, but also sections on Greek theatrical traditions of the fifth century B.C., production methods of classical departments and of departments of speech in reviving Greek plays, and recommendations to college teachers and directors contemplating the production of a Greek play. The book concludes with a useful bibliography. It is too bad that the list of plays produced is so incomplete. The reviewer recalls one performance of *Iphigenia in Tauris* at the University of Iowa in 1924, and her own thirteen or fourteen productions at Hunter College, New York City, within the period covered by the dissertation, none of which is listed here; and there must be innumerable other omissions. However, the book should

prove very useful and suggestive to directors of college plays.
—L. B. L.

A New Latin Reader. By H. W. F. Franklin and J. A. G. Bruce. New York: Longmans, Green & Co. 1939. Pp. vi+208. \$1.10.

A book of selections from Latin writers of the classical period, compiled primarily for use in British schools. Both prose and poetry are included in the selections. Sub-divisions of the book are "Legends," "Stories," "Famous Men," "Battle," "Life in Rome," "The Country and the Sea," "Oratory," and a less common one, "Epitaphs and Epigrams." There are notes and vocabulary, but no illustrations. The chief use to which the book might be put in this country would be for occasional sight-reading in a third- or fourth-year Latin class.

—L. B. L.

A Latin Reader for Colleges. By Harry L. Levy. New York: Prentice-Hall, Inc. 1939. Pp. x+264. \$2.25.

This book is the outgrowth of several years' experience in teaching the third semester of elementary Latin to college students. The book, intended to serve as a bridge between a beginners' book and the orations of Cicero, consists of seventy-eight book-pages of Latin text, selected from Aulus Gellius, Nepos, Caesar, and Phaedrus. The selections from Gellius, which make up about half of the Latin text, have been rather freely adapted. The selections from Caesar are from the *Gallic War*, and are limited to the Ariovistus episode and the description of the Gauls and the Germans. Following the Latin text there are eighty-two pages of notes, which include a large amount of historical and cultural material. There is also a brief grammatical outline, and a Latin-English vocabulary of sixty-eight pages. It is the opinion of this reviewer that this book would much better serve the purpose for which it is intended than the typical "second-year book" designed for use in the schools.—W. L. C.



SUPPORT FOR THE AMERICAN CLASSICAL LEAGUE

THE AMERICAN Classical League announces with pleasure the following new Patrons: Paul Bacon, of the Allyn and Bacon Publishing Co., Boston, Mass.; Thomas L. Powers, of Colorado Springs, Colo.; Henry D. Sharpe, of Providence, R. I.; and Loura B. Woodruff, of the Oak Park and River Forest Township (Ill.) High School.

It is pleasing also to note that the list of Supporting Members continues to grow. The March, 1939, issue of THE CLASSICAL OUTLOOK (xvi, p. 60) contained the names of Supporting Members as of that date. To that list should now be added the following names: Henry Burchell, of New York City; Winifred G. Carpenter, of New Rochelle, N.Y.; Helen W. Cole, of Winter Park, Fla.; Lillian Corrigan, of Hunter College High School, New York City; Thomas E. Donnelly, of Lake Forest, Ill.; Alfred E. Hamill, of Chicago, Ill.; Stephen E. Hurley, of Chicago, Ill.; Lucy Hutchins, of Blue Mountain College, Blue Mountain, Miss.; Samuel W. Lambert, M.D., of New York City; Charles E. Little, of George Peabody College for Teachers, Nashville, Tenn.; Helen E. Loth, of State Teachers College, Superior, Wis.; Charles P. Megan, of Chicago, Ill.; James K. Moffitt, of Piedmont, Cal.; John Bassett Moore, of New York City; G. Stuart Nease, of Alfred University, Alfred, N. Y.; Mr. and Mrs. Edward T. Newell, of Halesite, L. I., N.Y.; George W. Pepper, of Pepper, Bodine, Stokes & Schoch, Philadelphia, Pa.; William K. Prentice, of Princeton, N. J.; Helen Price, of Meredith College, Raleigh, N. C.; W. K. Richardson, of Fish, Richardson & Neave, Boston, Mass.; Francis Rogers, of New York City; Mignonette Spilman, of the University of Utah, Salt Lake City; Marion Talbot, of Chicago, Ill.; Sister M. Frances, of Xavier University, New Orleans, La.; Mary F. Tenney, of Sophie Newcomb College, New Orleans, La.; and Prescott W. Townsend, of Bloomington, Ind.



News And Announcements

LATIN TEACHERS may be interested to know that a series of photographs of views in Gaul, Italy, Greece, and the Aegean islands may be obtained for 6c each from Henry T. Wilt, Box 675, Westhampton Beach, N. Y. The pictures are size 616 kodak prints; they are views not commonly found in text books. A list may be obtained upon request to Mr. Wilt.

Professor Lester M. Prindle, of the University of Vermont, writes us, "An art book which should be of considerable interest to classical teachers has just appeared from the house of Simon and Shuster in New York. It is entitled *A Treasury of Art Masterpieces from the Renaissance to the Present Day*. It contains 144 color prints of famous pictures, each with accompanying text. Sixteen of these are of some interest to classical students. They include such paintings as Botticelli's "Birth of Venus," Rubens' "Judgment of Paris," etc. The book costs ten dollars, but the cost might perhaps be split with other departments. The plates are so bound that they may easily be removed for framing. Most of the colors are pleasant in themselves and many are very faithful to the colors of the originals. The average is higher than in any previous collection where the cost per print is so low."

The University of Pittsburgh and Latin teachers of Western Pennsylvania held a Latin Conference on July 13 and 14, 1939, under the chairmanship of Miss Della G. Vance, of West View High School, Pittsburgh. Meetings were held in the Stephen Foster Memorial Building of the University of Pittsburgh. Features were demonstration lessons, papers, panel discussions, dramatizations, music, and, at each session, a "fanfare and invocation to Zeus." Exhibits of textbooks and materials, students' work, etc., were held in connection with the conference. Of all the features of the exhibits, the most popular was a display of new Latin textbooks placed side by side with books used from twenty-five to fifty years ago. Visitors were handed a mimeographed sheet pointing out the trends and aims in modern Latin textbooks. Professor James Stinchcomb, of the University of Pittsburgh, writes, "The contrast appealed particularly to parents, but I think it did most good with older teachers and school supervisors."

The eighteenth annual meeting of the Ohio Classical Conference was held at Wooster on October 26, 27, and 28, 1939. One source of the great success which this association has enjoyed during its long existence has been its organization by counties, with a chairman for each county.

Agnes Scott College, Decatur, Georgia, in celebrating its fiftieth anniversary this year, featured a Conference for Teachers of Latin on October 27 and 28. On both days the chief address was by Dr. W. A. Oldfather, head of the Department of Classics of the University of Illinois.

The Southern Section of the Classical Association of the Middle West and South will meet in San Antonio, Texas, during the Thanksgiving week-end, November 30-December 2.

Teachers and others who wish to procure copies of the song sheet used at the annual meeting of the Classical Association of the Middle West and South, which was held at Oberlin, Ohio, last spring, are asked to communicate with Professor Mars M. Westington, Hanover College, Hanover, Indiana. A stamped, self-addressed envelope should accompany the request for the songs.

Professor Louis E. Lord has informed officers of the American Classical League that unsettled conditions in Europe have necessitated abandonment of plans for a summer session of the American School in Athens in 1940.



AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

DOROTHY PARK LATTA, Director

Christmas Cards

The Service Bureau has for sale two attractive Christmas cards in color. A complete description with prices will be found elsewhere in this issue.

The following material previously published is also for sale. A complete catalogue of the American Classical League Service Bureau materials is available for 20c postpaid.

Books

Vergiliiana. By G. M. Whicher. 75c.

This charming volume contains letters supposed to have been written to Pliny the Younger. These letters, written in informal verse, are on the topics of the life and works of Vergil. A good book for outside reading and for prizes to outstanding pupils. The Lure and Lore of Archaeology. By R. V. D. Magoffin. 75c (list price \$1.00).

Every teacher who wishes to know something of the romance of archaeology, its history and its methods, or who has a pupil interested in this field will find this small book helpful.

THE STUDY OF GREEK

Mimeographs

24. Some Names of Boys and Girls Derived from Latin and Greek. 10c.
199. A Brief Outline of Greek Literature. 10c.
200. A Brief Outline of Greek Art. 10c.
315. An Experiment with a Greek Play in the High School. 5c.
372. A Bibliography of Articles in the Classical Journal and The Classical Weekly on the Teaching of Greek in High School. 10c.
384. Greek Proper Names in the First Six Books of the Aeneid with Sample Declensions. 10c.
386. Words Used in Physics Derived from Latin and Greek. 10c.
393. A list of Background Books Useful to the Teacher of Greek. 10c.
407. Dimensions for Greek Costumes. 10c.
415. An Experiment in the Teaching of Beginning Greek. 10c.
441. Information Concerning Latin and Greek Phonograph Records Available. 5c.
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